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ABSTRACT

The Bureau of Indian Affairs (BIA) Guidelines for Special Education is a publication for use by educational personnel involved in special education. Emphasis is placed on the importance of preparing the exceptional child for the most useful future possible. Special education is seen as affording the exceptional child the opportunity to develop social, emotional, personal, and vocational skills to the fullest extent of his capabilities so that he has the opportunity to be a self-sufficient and contributing member of his community. BIA role and involvement in, and expectation for, local administration of special education programs are stated. For administrative use only, categorical descriptions of behavioral characteristics which can be observed and/or measured are given along with a suggested program plan for each category. Screening and assessment of exceptional children, professional personnel, materials and equipment, accountability, and information for the general public regarding special education are also discussed. (AH)

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special education programs & services

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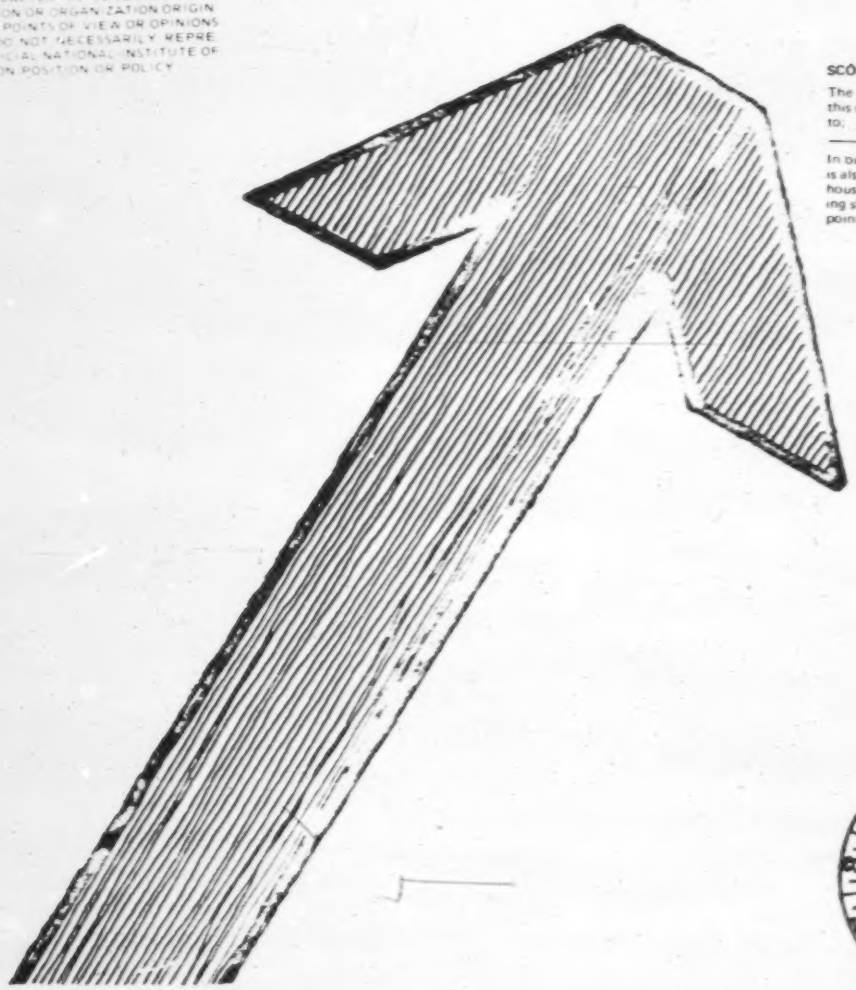

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SPECIAL EDUCATION GUIDELINES

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SPECIAL EDUCATION GUIDELINES

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AND

WRITTEN

BY

PARTICIPANTS

OF

BIA SPECIAL EDUCATION WORKSHOP

NATIONAL INDIAN TRAINING CENTER

BRIGHAM CITY, UTAH

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Philosophy of Education

In order to offer quality education to all students in the schools operated by the Bureau of Indian Affairs, emphasis should be directed toward exceptional students who need special help to achieve their academic, social, emotional and vocational capabilities.

Recent findings show that special education is not only socially and educationally sound, but also that it is a good economic practice to provide the educational and training programs required by exceptional youth. Many of the children in BIA schools need help in making a successful educational and social adjustment and in developing proficiency in learning in order to become independent, creative citizens.

Special education is an extension of practice and services growing out of the study and knowledge of individual differences. Though it is generally agreed that all children in our society have a right to equal educational opportunity, it is readily recognized that equal opportunity does not mean identical educational programs for all children. Special education attempts to modify, in so far as possible, the interfering differences in the physical, mental and social characteristics of children who are handicapped. Essentially our philosophy specifies that each individual is entitled to an education which will enable him to achieve to the maximum of his abilities.

OBJECTIVES

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Essentially, an exceptional child is one who deviates intellectually, physically, socially, or emotionally so markedly from what is considered to be normal growth and development that he cannot receive maximum benefit from a regular school program and requires a special class or supplementary attention and services.

The objectives of special education are the basis for the selection of content and learning experiences. These objectives will help focus the year's work and serve for evaluating progress. The major and over-riding objectives for special education programs and services in the BIA are as follows:

OVERALL OBJECTIVE: To insure that each exceptional child, where BIA funding is involved, has the opportunity to develop into as self-sufficient and as contributing a member of his community as possible. Each child must be provided the opportunity to develop his personal, social, and vocational skills to the fullest extent of his capabilities.

OBJECTIVE 1: To decrease the number of exceptional students who drop out of school and increase the number of students who will be able to lead normal, productive lives as a result of special educational services.

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OBJECTIVE 2: To provide every exceptional child in the BIA with comprehensive educational programs and services appropriate to his needs.

OBJECTIVE 3: To establish an organizational structure for delivery of special education programs and services.

OBJECTIVE 4: To promote the understanding and acceptance of exceptional persons within the educational profession and the general public.

OBJECTIVE 5: To develop an information system in order that parents will know what resources are available for the exceptional and how to obtain them.

OBJECTIVE 6: To involve, inform and advise the local community personnel of available Special Education services, the needs of the student, and the educational programs.

POLICY:

A. Because of the concern for quality education within the Bureau of Indian Affairs, the Central Office with the Area Offices shall support local agencies by:

1. Providing the authority to secure the services of competent personnel in order to establish a special education program with the following order of priorities regarding student placement

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a. The exceptional student spends the maximum time possible in a Regular Classroom with:

   i. Assistance for the teacher from a Resource Specialist

   ii. Individualized instruction for the student in the Regular Classroom from a Specialist according to his need

b. The exceptional student goes for a part of the day to a Specialist in a resource classroom

c. The student is assigned to a special classroom within the school

d. The students from a wide area are served by a special classroom on a day basis

e. Residential programs are the last resort for students who cannot be served as above

2. Preparing and establishing goals and/or objectives for the exceptional children within the overall guidelines and policies of the Bureau of Indian Affairs Central Office

3. Providing categorical funding for special instruction to assist exceptional children

4. Making available funds for special education conferences and training for school boards, tribal leaders, and professional personnel

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B. The local agencies shall provide for:

1. Itinerant resource personnel to assist regular classroom instructors

2. Special classroom teachers that will be state certified to teach in their primary area of training

3. Necessary materials, equipment, supplies and transportation

4. Teacher's aid personnel to assist the special education instructors

5. Classrooms (physical plant) that will meet the needs of the special education instructor and exceptional students

6. A committee, at the agency level, shall be established to screen students that are referred by the classroom teachers and other educational personnel. Members of this committee shall be...(minimum):

   a. Referring classroom teacher
   b. Receiving classroom teacher
   c. Certified student examiner (diagnostician)
   d. Administrator of referring program
   e. Administrator of receiving program
   f. Medical doctor - when inclusion of such is indicated by specific anomaly of child

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g. A bi-lingual person familiar with the cultures and language of the child

Other personnel may be:

a. Social worker

b. Psychologists

c. Hearing and speech pathologists

d. Psychiatrists

e. Neurologists

f. Native Practitioners

7. Before a student may be placed in a special class for more than a half day, parental approval must be secured after recommendation of the screening committee for such placement.

8. Parental support for special programs shall be solicited, and parents shall be encouraged to participate in programs where possible.

9. Funds shall be provided for contract services where those services are not available through BIA regular sources and where the needs of the special student warrants.

10. If it is necessary for a child to be involved in classes outside his regular classrooms for more than half of his school day, a formal evaluation must be completed prior to his placement. An evaluation as rigorous as the one for initial placement must be done every two years after placement.

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Instructor may request evaluation when deemed necessary. The evaluation shall consist of...(minimum):

a. Medical evaluation

b. Teacher observations of behavior

c. Standardized tests

d. Psychological and educational evaluation

11. The enrollement in a special education class should be determined by the degree and type of disability. The class should consist of 8 to 15 students with the same primary learning disability (or ability) but in no case should the age span exceed more than five years among members of a class.

Categorical Descriptions

The following is a description of behavioral characteristics which can be observed and/or measured. They are to be used to describe exceptional children. Following each description there is a suggested program to assist in planning so that each student can develop to his maximum potential. These descriptions are not intended to label or point out children with handicaps, but are for administrative use only.

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MENTALLY DEFICIENT

STUDENT: Children, who because of handicapped intellectual development (as determined by performance in an appropriate context) are unable to benefit through ordinary instruction or Special Education Programs designed for the Educationally Handicapped but who may be expected to progress by placement in a group setting designed to further their social adjustment and economic usefulness in their homes or in a sheltered environment are considered to be Mentally Deficient.

The Mentally Deficient child obtains an IQ score between 25 and 50 on a standardized, individual test.

PROGRAM: Where possible, six to eight of these students are to be placed in a classroom with a Special Education Teacher and an Aide so they can be kept in as close touch as possible with their families, community and peers.

Where a Special classroom is unavailable, the student is to be referred through the Branch of Social Services for placement in a residential program.

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EDUCATIONALLY HANDICAPPED

STUDENT: Educationally handicapped children are those, who because of retarded intellectual development are incapable of being educated profitably and efficiently through the usual methods and materials of instruction, but may be expected to benefit from special education programs designed to make them economically useful and socially adjusted. One of the criteria for admittance to a special education class is that the I.Q. range determined by an individual intelligence test should be 50 to 75. Also, each student should have a performance evaluation that is to be used as a tool to determine if he is able to function successfully within the regular classroom. Those able to function successfully within the regular classroom should remain there. It is necessary to recognize that most educationally handicapped function too low to succeed in the regular school program, but still high enough to be able to make good social and vocational adjustments.

PROGRAM: Those students that can profit from a regular program with resource assistance should remain in the regular classroom. Only those students who are experiencing frustration in the regular classroom should be considered for placement in special programs, which generally are limited to a maximum of fifteen students. Students in these special programs

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should be given opportunities to participate in activities with other students. Though subject matter must not be lost sight of, its place should be included as a natural part of activities and training in everyday living. Emphasis should be upon the goals of community social adjustment, economic usefulness, and academic skills as they apply to daily living. The succeeding programs for older exceptional children should particularly stress family, community, and job placement.

HARD OF HEARING

STUDENT: Children are considered Hard of Hearing if their hearing is functional for everyday purpose, but whose hearing is not sufficient for them to learn adequately in a regular classroom. These children generally have a loss of between 40 to 70 decibels, uncorrected, in their better ear.

PROGRAM: Where the loss of hearing is within 20 db in the better ear, the child should be expected to function normally whenever the teacher's face can be seen. Where the hearing loss is within 40 db, the child should be expected to function normally with the assistance of a Speech and/or Language Therapist. Children whose loss is so severe - 40 db or more - as to require a hearing aid, should not be allowed to participate in a Regular

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Classroom unless a hearing aid is provided. In any case a child who suffers a hearing loss should also be evaluated by a Speech and Language Therapist.

DEAF

STUDENT: A deaf child is one whose hearing loss is so profound that speech and language cannot be learned through the usual auditory way. These children have a loss of more than 70 decibels corrected, in their better ear. For a deaf child, the definitive diagnosis can be pronounced only be a physician or by an audiologist certified by the American Speech and Hearing Association.

PROGRAM: Those children who have been deaf from birth are to be referred to the Educational Program Administrator for placement in a residential program. Where 8 to 10 deaf children can be brought together on a day basis, a classroom can be established to provide for their special needs. Special classrooms for the deaf must be staffed with a teacher of the deaf.

Children who have become deaf after learning some speech may be placed in a special classroom to further develop their language and speech and to learn face reading. They should be re-evaluated periodically to determine their readiness to return to regular classrooms.

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SPEECH AND LANGUAGE HANDICAPPED

(Speech Impaired)

STUDENT: The language handicapped child is unable to learn efficiently due to either delayed or deviant development of language skills. This is characterized by difficulties in listening and comprehending spoken language or problems in use of language. Evidence may be limited vocabulary or irability to sequence or to structure sounds and words properly.

The speech handicapped child has a disability in the production of vocal language; demonstrated by deviations in articulation, fluency and voice.

PROGRAM: The Speech Impaired child is assigned to a Regular Classroom with prescriptive remediation provided by the Speech and Language Therapist.

Exposure to and encouragement in developmental language skills that children use in the activities of daily living requires a comprehensive approach to teaching and suggests the use of developmental language schedules in a functional context in lieu of isolated drill techniques.

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A program of basic language skill development should be provided for all Elementary students within the regular classroom curriculum. An integrated program of providing additional help for those students having more severe language or speech problems should be provided by a Speech and Language Therapist. For those children having had very limited exposure to the English language due to individual background experiences the Speech and Language Therapist would collaborate with the classroom teacher to provide more incensive classroom remediation.

BLIND AND PARTIALLY SIGHTED

(Visually Impaired)

STUDENT: (Blind) The blind are those who have a central visual acuity of 20/200 or less in the better eye, after correction, or a peripheral field so restricted that the widest diameter of such field subtends an angular distance no greater than 20 degrees.

(Partially sighted) Those with a central visual acuity between 20/70 and 20/200 in the better eye after correction. Those with serious, progressive eye disorders. Those suffering from diseases of the eye or diseases with muscle anomalies.

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PROGRAM: The Blind student may have to enter a residential program until such time as necessary social competencies are developed and a suitable level of skill mastered in using the Braillewriter, etc. After that, the Blind student should be accepted into a regular classroom if satisfactory management arrangements can be made.

The partially sighted student should have corrective lenses and arrangements made for repair of these lens. They should be instructed within the regular classroom setting. Provisions should be made for: sight-saving editions of their text books, appropriate classroom seating, large print worksheets. resource instructional personnel, etc.

EMOTIONALLY DISTURBED

STUDENT: The Emotionally Disturbed children and youth are defined as anyone of normal or above normal learning potential whose emotional condition is such that participation in the normal activities of the school, learning at the expected level for the peer group, or ability to adjust and cope adequately with the surrounding society can not be accomplished without special and intensive assistance. The person's behavior manifests a persistent failure to adjust and function intellectually, emotionally, and socially within

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a normal range of expectation. This student's behavior is frequently characterized by acting out of undesirable attitudes or by flight and escape from what appear to be unbearable realities.

PROGRAM: The program for the socially and/or emotionally maladjusted student must be adapted to the total school program. This implies a group situation which maintains the best possible learning conditions for the socially and/or emotionally maladjusted students and provides the type of instruction suited to each pupil's educational development within his potential for achievement. Self-contained classrooms should not contain more than eight students. The program will require a special class or consultant personnel. Materials and methods should be oriented to the needs of the socially and/or emotionally maladjusted student.

PHYSICALLY IMPAIRED

(Crippled)

STUDENT: The physically impaired are those, who as a result of congenital or acquired impairments to the orthonedic system, bone joint, or muscle, is handicapped to a degree that it is impossible to function on equal terms with students in the regular classroom. Severity of impairment may vary from minor inequality to such severity that the student is confined to a wheelchair. Such a child may be handicapped by cerebral

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palsy, polio, muscular dystrophy, heart condition, or be otherwise physically handicapped.

PROGRAM: The school's responsiblity to these children is to provide an integrated program which will promote the total development of each child. Special instructions for these students may be physical and occupational therapy, and/or academic specialized instruction. For the severely impaired, facilities are to be modified as necessary to permit them to participate in the regular school program with maximum feelings of independence.

LEARNING DISABILITIES

STUDENT: Children who have near average, average or above average intelligence, who are not emotionally or socially maladjusted and do not have sensory impairments, and have received competent instruction, yet are not able to learn in a certain area may be identified as learning disabled children. Most "experts" agree that a child with a specific learning disability exhibits a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language.

Disorders may manifest themselves in imperfect ability to listen, think, speak, read, write, spell, or solve

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mathematical problems. Such disorders, have been described as Perceptual Dysfunction, Brain Injury, Minimal Brain Dysfunction, Dyslexia, Development Aphasia, etc. These children should have a thorough psychological, medical and educational evaluation.

PROGRAM: The instructional program for these children should be geared to the particular learning problems of each child. Materials should be prepared or purchased on the basis of the child's particular learning disability. A prescription for the student's class and out-of-class activities should be designed in a conference with all the adults who work with the student. Each adult who deals with a learning disability student should be required to keep a diary record of the student's progress while under his supervision.

OTHER HEALTH IMPAIRED

STUDENT: A student is Health Impaired when suffering from a condition or disease which impairs ability to function and/or compete on equal terms with the other students in a Regular Classroom.

By definition, this is a broad category and cannot be all inclusive. Some general headings are:

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a. Neurologically Impaired

b. Organic related Health Impaired

c. Circulatory and Cardio-Vascular Impairments

d. Malnutrition

e. Other

Among one of these categories would fit the diabetic, the epilepsy victims, and the early identified case of Leukemia.

PROGRAM: Within certain restrictions prescribed by competent medical authorities, the Health Impaired student can function in all or most of the program of the Regular Classroom. In the more severe instances, cooperative planning by the parent, physician, teacher, school administration, special teachers, and social workers, an individualized, prescriptive educational program should be developed and implemented.

HOMEBOUND

STUDENT: The homebound and hospitalized teaching program is designed to provide educational services for children who have been certified by a physician as being unable, physically, to attend school due to a non-contagious physical disability. In most cases the child may be accepted for instruction if the estimated period of incapacity is to be six weeks or longer.

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PROGRAM: Whenever possible, the teacher of the homebound and the hospitalized student attempts to follow the curriculum offerings of the classrooms to which the child will be returning.

GIFTED

STUDENT: The gifted and talented child has outstanding abilities and is capable of high performance in a given field of endeavor. Such children, to reach their full potential, require differentiated educational programs or services beyond those normally available through regular school programs.

PROGRAM: The school's responsibility is teaching strategies designed specifically to emphasize development of the multi-dimensional mental processes of the gifted student. This student may need consultant services and/or special activities which will have significant impact on educational progress.

SCREENING AND ASSESSMENTS

To better plan to provide needed services to Exceptional students they must first be identified by applying mutually understandable criteria. To meet the needs of these students, their degree of Exceptionality must also be identified.

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The time is passed when laymen and non-professionals may make independent and subjective judgements which affect a student's educational career.

Recent lawsuits have been won by plaintiffs contending that they have:

1. Not received proper education designed to meet their needs (Penna.)
2. Have been assigned, without due process, to classes for the Handicapped (Calif.)

The Office of Civil Rights, Department of Health, Education, and Welfare, states in its most recent guidelines:

1. "Where inability to speak and understand the English language excludes...minority group children from efficient participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency..."
2. "School districts must not assign...minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills..."

Often identification of Handicapped and/or Exceptional children does not take place until they enter school. Unless there are noticeable

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physical handicaps, the discrepancy in growth between them and normal children often does not become so pronounced until they are in a more organized and structured environment, as in school. For this reason, all children should be screened at the earliest possible age and early educational intervention made as deemed necessary.

After physical corrections have been made, then attention should be given to tests for educational deviations.

Step I

A. Those people who are in close contact with children can be helpful in identifying those with physical and educational problems. Channels will be made available for referrals from contact people to the screening committee.

B. Parents or legal guardians should be contacted shortly after the referral to explain why the child was referred. Parental approval must be secured in writing, according to state law, for medical and diagnostic evaluations.

Step II

A. The committee, established at local agency levels, will screen students that are referred by classroom teachers, contact personnel, and other educational personnel. Members of this committee shall be...(minimum)

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i. referring personnel

ii. receiving classroom teacher and/or resource personnel

iii. certified student examiner (diagnostician)

iv. medical doctor

v. administrator of referring program

vi. administrator of receiving program.

vii. bilingual person

B. A complete physical examination is done for vision, hearing, and/or other physical handicaps. All possible corrections should be attempted for the child.

C. Individual Psychological and educational evaluation should be done for those children referred.

Step III

A. The screening committee shall meet and review medical and diagnostic evaluations. They shall make recommendation for:

i. return to regula- classroom

ii. return to regular classroom with resource assistance

iii. placement in special classroom (or)

iv. placement in residential school

Recommendations shall be forward to the Educational Program Administrator.

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B. Parents or guardians shall be again contacted, and an outline of needed programs with long range and major objectives carefully explained to them. Their cooperation and participation shall be solicited in the project. Parental approval must be granted in writing before any student can be placed in a special program for a half day or more.

C. Approval from the agency educational program administrator or his delegated authority must be obtained before students are placed in special programs of one-half day or more duration.

Step VI

A. Mobility and screening should be the key for all placement of students in special programs at all times.

Mobility will mean that a student should be placed in special programs for that portion of his school work that needs specialized instruction. Placement in special classes or assignments to specialized programs should be reviewed frequently. Should it appear that an individual is able to function in a different educational setting immediate steps to facilitate the placement should be effected.

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Professional Personnel

Personnel for the Children designated "exceptional" should exhibit such general characteristics as patience, mental alertness, flexibility, resourcefulness, emotional stability, personal warmth, friendliness, understanding, a sense of humor, and empathy, together with objectivity and sensitivity.

Special Education Personnel should include:

A. Teachers

1. Resource - selects, develops, and uses appropriate material to complement the regular classroom program.
2. Crisis - a highly qualified individual to assist social service, education, and medical personnel when there is an urgent student problem - educational, social, emotional, or physical.
3. Special Education Classroom: teaches a semi self-contained classroom.
4. Prescriptive - who develops individual student curriculum for implementation in the regular classroom and/or special program.

General teacher preparation for Exceptional Children should include:

1. A bachelor's degree from a recognized college in elementary or secondary education with a practicum in teaching children.

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2. Background courses related to the general field of special education, e.g., Psychology and Education of Exceptional Children, Tests and Measurements for Exceptional Children.
3. Professional Preparation in a specialized area with Certification from their state agency for teaching in their primary area such as:
   a. the emotionally disturbed
   b. the gifted
   c. orthopedically handicapped and cerebral palsied children
   d. speech handicapped children
   e. the mentally retarded
   f. the deaf and hard of hearing

This sequence of courses should include (1) characteristics of exceptional children, (2) theories and methods of teaching, and (3) student teaching. These should be in the area of exceptionality in which the teacher is to be employed.

Duties

Teachers employed to instruct handicapped and exceptional children will be expected to:

1. Understand the characteristics of the exceptional child and his place in society
2. Develop a functional curriculum through relating the broad personal and social needs of the exceptional child

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3. Understand and apply educational procedures based on an understanding of the known learning characteristics of the exceptional child
4. Select, develop and use appropriate instructional materials and equipment in teaching the exceptional child
5. Select objectives
6. Evaluate students
7. The teacher should orient the aide in all duties that are necessary in working with exceptional children

B. Speech Therapist - a resource person to assist the development of oral communication skills of students with defective speech - articulation, interruptions, disorders, etc.

Duties of the Speech Therapist:

1. Will work with children who have the following disorders:

   a. Articulation problems such as omission or substitutions of sounds
   b. Noticeable and repeated speech interruptions even when continuous speaking is intended or repetition of sounds, words, phrases, or sentences
   c. Speech disorders associated with cleft palate, hearing impairment or cerebral palsy
   d. Poor comprehension and expression of oral English due to language confusion, exposure to substandard English, and auditory perceptual problems

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e. Meaningless jargon or no speech at all

f. Stuttering

2. Will work with parents and teachers to help them understand the nature of the child's speech defect and how it can be corrected.

3. Will work with kindergarten and primary grade teachers in general programs to teach correct articulation.

C. Special Education Teacher and Resource Aides

1. Academic

2. Record Keeping

Guidelines for Hiring Aides

1. Aides should be placed in rooms where they have no immediate family members.

2. Aides should have a minimum of high school or GED equivalent.

3. Preference will be given to individuals who have had successful experience working with children.

Duties of the Aide

It is recommended that two (2) aids work in each program

1. One to assist in academic areas.

2. One to assist with record keeping and data collection

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Under the direct supervision of the teacher, the aide should:

1. Work in small groups or on a one-to-one basis with children.
2. Prepare visual aids.
3. Prepare, arrange and set up games, activities and necessary instructional materials.
4. Assist children with learning activities.
5. Assist the teacher in supervising non-instructional activities, i.e., bathroom, lunch, recess, records, etc.

D. Consultant Personnel

1. Social service
2. Medical doctor
3. Psychologists
4. Hearing and speech pathologists
5. Psychiatrists
6. Neurologists
7. Native Practitioners

CURRICULUM

Special education is not a separate academic discipline with its own discrete curriculum and methods. Instead, it is based on modification of regular programs and curricula to a typical pupil's needs contained in individual educational prescriptions. It is obvious that these cannot be published in a curriculum guide. However, state curriculum

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guides for special education are available from state departments of public instruction. These guides contain comprehensive curricula and list published and manufactured materials that are appropriate for application to specific areas within Special Education.

It is suggested that each area and agency establish a curriculum committee to develop and/or adapt a curriculum to meet the local student needs.

Teachers are urged to utilize the services of the Associated Special Education Instructional Materials Center or Satellites in their areas. These centers can provide professional books, prescriptive services, inservice training materials, and instructional materials on a loan basis.

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MATERIALS AND EQUIPMENT

Teachers are urged to stock their rooms initially only with materials and equipment that can be put to immediate use. As a teacher becomes proficient with other materials through study and consultation with other teachers, she may begin to order additional materials as required by the class. The deciding factor for teachers in selecting materials is the ability of the teacher to use the materials and the readiness of the students to profit from their use.

Teachers should feel free to adapt and apply materials on an experimental basis in order to fill some of the serious gaps in materials for classes for exceptional children. As a guide, teachers have both past experiences with equipment as well as the manifest learning behavior of the children in the learning situation. The teacher should stay alert to the possibility of materials inhibiting or interferring with learning.

In the final analysis, equipment and materials are auxillary to learning. No equipment or materials can take the place of comprehensive planning and sound consistent teaching methods.

Accountability (Evaluation)

Properly used, evaluation is the aspect of any system which allows it to grow and to flourish. Evaluation compares the results of

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any particular action with what it was meant to accomplish, and then suggests how the next attempt may be improved. Its real value lies not in reporting the end result of a program, but in the positive corrections to the course of that program, or to the improvement of programs to follow. Such evaluative feedback must continually be applied to the curriculum if it is to grow. Without feedback, there will be indifference.

A second level at which evaluation must occur is with the teaching procedures used to arrive at the objectives set by the curriculum. Although these may vary widely from one student to the next, teachers will soon build repertoires of effective techniques which will work well for them. Essentially, they have learned to observe students and to vary procedures so as to set up the particular conditions within which students may learn. It is the teachers who are the instruments, however, and not the materials or techniques.

For observers to accurately assess Special Education Programs, the following areas must be considered:

1. The Curriculum Content
2. The Curriculum Objectives
3. The Teacher Behavior
4. The Student Behavior
5. The Administrative Support
6. The Community Support

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Although certain techniques may lend themselves more easily to a diagnostic teaching procedure, it is a mistake to assume that the brightest or newest materials can substitute for the procedure.

Adequate evaluation requires that students and parents be involved with school personnel in the program evaluation, listing who is involved, dates, and time involved.

It is impossible to be totally free of biases. A check sheet should be devised by each area and/or agency for data collection in keeping with good practices of program accountability.

A. Program Structure: This includes assessment of the program Organization, Special Education Personnel, Equipment, Materials and Supplies, Facilities, Location of the Special Education Services in relation to peer groups, and the children's evaluation.

B. Student Analysis and Appraisals: Where feasible this evaluation is designed to assess the classroom procedures, and explain what is happening to the students involved in the program.

C. Assessment of Objectives: Is the following criteria being met?

1. Are individual student's educational objectives stated?
2. Is the program meeting its objectives?
3. How are the modifications measured for each student?
4. Are formal evaluations with diagnostic documentations using standardized instruments appropriate to the students and their ethnic backgrounds being used?

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5. Are informal teacher and aide assessments of day to day observations a part of the on-going program eliciting the student's best performance?
6. Are teacher-made tests developed to measure a child's performance in specific skills?
7. Is a daily log of informal assessment being kept for each child?

GENERAL PUBLIC INFORMATION REGARDING SPECIAL EDUCATION

One of the aims of special education programs and services is to enable the exceptional person to function within his community. In order for integration of the exceptional into the community to work, both the exceptional person and the community must be prepared. Special education programs prepare the student for integration into his community. What is needed is an organized effort to assist the community to be aware of the needs and services of special programs. Although it is difficult, the Bureau of Indian Affairs Area Office and local agencies should:

1. Prepare information materials, brochures, pamphlets, etc. to inform the general public of the needs and services of special programs.
2. Prepare periodic releases for the news media concerning special education programs and services.

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3. Invite and encourage perople of the community to visit the special education personnel and programs.
4. Inform, involve, and advise the school boards and local tribal leaders as to the need and objectives of the special education programs.